**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title:**  Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:** Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   |  | | --- | | Hundreds chart w/pop-up prompting; animal feeding chart; [http://math.pppst.com/skipcounting.html](http://math.pppst.com/skipcounting.html%20)  Pete’s Powerpoint Station Website has powerpoints that cover skip counting, on-line games for students as well as a webquest for skip counting under teacher materials. | | | **Student:**  Pre-assessment | | | place value  hundreds  tens  ones skip count  counting on | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1: *Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.***  **2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.*** | | | | | |
| **I Can Statement(s):**   |  | | --- | |  | |  |   I can read numbers to 1,000.  I can skip-count by 5s, 10s, and 100s to 1,000.  I can identify the places that a 3-digit number holds.  I can tell, given a digit, the place that digit is in.  I can read a three-digit number orally. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  We are going to take a journey through the safari. Your task (job) while we are on this journey is to make sure the animals have food to eat. (Show students chart of amount of food each animal needs). How will you know when you have enough? (Have students brainstorm on how they would count to get the right amount of food for each animal). | | | | | |
| **Teacher Directed:** TW introduce “skip-counting” by defining what skip-counting is (you don’t have to count by ones to get to a certain number, sometimes you can skip ahead – which saves you lots of time). TW ask students if they had learned how to skip count and to share any experiences they had.  TW model skip counting using <http://math.pppst.com/skipcounting.html>.  (an interactive 100’s chart with color coding; demonstrate skip-counting by 5s, highlighting the patterns I notice as I highlight, and even discuss even/odd numbers) | | | | | |
| **Guided Practice:**  Students will practice skip-counting with left hand/right hand (each student will have a number for the left hand and the right hand, that way more numbers can be counted). All students will get a number card. The student with the “22” stands up and shows the “22” card. The student with the next number will stand and hold up the card (24), and then continue on until all students have gone. Change to 5s (start with 35) and 10s (start with 30) and have students’ repeat counting process. | | | | | |
| **Independent Practice:** Students will use a 100 chart to skip count by 2s with a yellow highlighter; by 10s with a blue highlighter. Students will be asked to notice patterns, in even numbers and odd numbers as they pay attention to the highlighting on the 100 chart. TW instruct students to write a brief description of any patterns they notice for 2s and 10s. | | | | | |
| **Closing/Summarizing Strategy:**  Have students write in their explorer’s notebook the good, bad, and ugly of skip counting. TW will read responses to determine which students need intervention.  Remind students that skip counting is great – it is fun, fast, and makes you super smart! It will be helpful for us to become expert explorers so that we can really help the PTA count their supply room. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Skip count by numbers other than 2’s, 5’s and 10’s.  Skip count from a given number – such as count by 5’s starting at 10 | | | Have pictures or materials for students to manipulate when counting. (Base 10 blocks, hundred chart)  Count with a partner | | | Display and pre-teach vocabulary cards with today’s vocabulary |
| **Assessment(s):**  TW take informal notes while asking students to demonstrate skip counting from a specific number (i.e. starting with 18, skip count by 2’s for 30 sec.) during independent practice. | | | | | | |
| **Teacher Reflection:** (Next steps?)  What went well?  What would I change?  How many students need intervention?  What is my re-teaching strategy based on the number of students who need intervention? | | | | | | |